

# **GRADING OF EDUCATIONAL INSTITUTION BY SELF ASSESSMENT**

By Dr. Badrul Islam

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## FOREWORD

Self assessment is time tested device used for understanding one's own strengths and weaknesses, accomplishments and failures and potentials and capacities which helps one to seek self guidance and self direction for a particular course of action. Performance evaluation occupies an important place in modern management practice and around this concept only revolves the entire authority-accountability structure in an organization. Self assessment these days is one of the major modes of performance evaluation. The concept juxtaposes the traditional and conservative approach of external assessment by 'others' as a source of knowing the level achievement by the subjects or subordinates or trainees. It presumes that every individual is primarily goal-oriented, motivated towards goal achievement, feels self-accountable to the assigned tasks and responsibilities, and can reasonably be trusted in making objective assessment of his own performance to a fair degree of reliability. The concept fundamentally accepts that the accountability structure in any system cannot be made optimally effective with respect to goal attainment unless the individuals and institution engaged in task accomplishment are given chance to present their own assessment and their self assessment is taken on board as a part of a collaborative exercise of evaluation. Self appraisal works very well in reaching out to and highlighting the remotest corners of one's performance or qualities to which the evaluation by superior or 'others' may sometimes not be able to reach. Thus, its access is far deeper, finer and encompassing and much more helpful in understanding individuals and institutions and the capacities than what external evaluation alone is likely to do. Self assessment can become more useful a method to identify and individual's or institution's strengths and attainments if it is used in association with other forms of assessments, as in this way only the biases and subjectivities of self assessment of whatever degree would be ironed out and levelled and a more reliable picture of the state of individual/institution would emerge. No doubt, to make the process of self assessment a more reliable mechanism for feedback, it should be based on facts and be structured, systematic, comprehensive and open to question and conducted continually. Self assessment also serves as a strong self motivator and self organizer for goal achievement, besides helping in classification and grading of the institution or the individual. These days it

is accepted quite frequently as a basis for decision making by the stakeholders regarding the individuals or institutions, and for the services or products offered by them.

The present booklet is a valuable attempt in the direction of appraising educational institutions and assigning them a particular grade on the basis of the outcome of this appraisal. The document is meant for auto use by schools and madrasas and would help them gauge all aspects of their organization and performance and let them know the areas of their strength and the ones which require their greater attention and reinforcement to reach higher levels of excellence. In the era of TQM, this tool will serve as an important means to move the institution towards total quality achievement and will guide the management quite specifically for necessary action. Outsiders can always refer to the results of administration of this tool in any institution which would act as a good window to them to look at all aspects of life and working in that institution. The use of this device will create quality consciousness even among traditional education institutions also otherwise is not much attended to in many of these institutions. Beyond serving as an assessment tool, its dissemination and proper use by institutions will surely stimulate a desire for quality improvement and excellence among educational institutions. The author of the document has to be complimented this document and through it attempting to create quality consciousness among managements and teachers of modern and tradition educational institutions.

The document will serve its purpose more effectively if it is pilot tested and subjected to some degree of standardization and is accompanied with some conceptual orientation and detailed guidelines for its use and interpretation of data generated on its application.

**Muhammad Akhtar Siddiqui**

## Preface

Intra-Assessment means self-introspection of a person or institute without any external pressure. It is by and large true, because the persons at the helm of affairs do it, for betterment in future. It is there for excellence, which compels them to do objective analysis without any bias or fear. In this process it is vital to get self-satisfaction rather than satisfying others.

There is an Arabic proverb which means "Evaluate yourself before you are evaluated".

Self-Assessment means assessing one's performance without any external pressure, and to know the progress made towards achieving the goal by oneself.

Self-Assessment of our performance keeps us on the right track. It helps us in taking cognisance of our shortcomings on one hand, and on the other we can grow our strength. Performance appraisal is the basis of excellence. Moreover it is one of the basic tenets of our belief too.

It's a mirror in which we see our present to improve it for our future. It will help us in long term as well as short term planning and initiate healthy competition.

The motive behind this effort is nothing but to initiate healthy competition in our schools and Madarsas. May Allah make it beneficial.

When the manuscript of this book was sent to educational experts, heads of schools, teachers, and people involved in management, for their suggestions and comments, an idea emerged to make it comprehensive so that it can be used both for schools and Madarsas. Accordingly it was revised.

An effort is also made to set standards for schools and Madarsas. This may help them to face the challenges of the twenty-first century.

In this endeavour, my teacher and guide Dr. S.H. Josh was a motivating force. Dr. Mehmood Siddiqui and Khan Sohail Ahmed with Mr. A. Lateef and Brother M. Ilyas Ahmed helped a lot and gave useful suggestions. I am grateful to them.

Originally the book was titled "Taleemi Idaron ki Darja Bandi". This was published in Urdu with foreword written by Mr. Saiyid Hamid. Former Vice Chancellor Aligarh Muslim University. I thank Mr. Saiyid Hamid for sparing his valuable time to write the foreword.

### **About English Version:**

Later on from various corners and experts in the field of education, came the demand for its English version. Respecting it, the compiler started working on its English version taking advantage of the suggestions coming forward after publication of the Urdu book, I also tried to improve the content, and now it is in your hand. I am thankful to Prof. Muhammad Akhtar Siddiqui chairman NCTE for his thought provoking suggestion for the English version.

May Allah make it an asset for me in hereafter.

I express my deep gratitude to Mr. Muhammad Ashfaq Ahmed, who was instrumental in its publication. I also extend my thanks to MMI Publishers Delhi for bringing out this book in a short period.

As rightly said "Nothing is perfect under the sun", suggestions for further improvement in this regard will be welcome.

Date: 18.03.2010

Dr. Badarul Islam

## 1- Intra-School Assessment

In the age of Total quality management in all corners of human life, including education, it becomes obvious for educational institutions to take stock of their present position to march towards the desired goal. In this regard the first and foremost step is to make objective and un-biased assessment of the institution. In institutional assessment, we see its bright aspects, as well as the dark spots. It also gives us an insight into the opportunities available, which are overlooked by and large. Assessment is a must for institutional progress.

Institutional assessment provides us with the strategy for the progress and success of the institution. It chalks the path to success. Secondly in the light of it, the journey towards goal becomes easy and achievable. Total quality management in school turns into reality. Following are key points in Institutional Assessment.

- Areas of Assessment
- Parameters of Assessment
- Persons involved in Assessment
- Qualitative and Quantitative Aspect
- Use of the end result of assessment for betterment

Naturally the question arises as to what are the constituents and measurement of quality in school. Various experts have given, various dimensions; a synthesis of it gives following three main aspects.

### I Students

- Learning and Quality of Learning
- Satisfaction about teachers.
- Standard of behavioural change in student
- Quality of School infrastructure and services
- Adjustability in new environment, culture etc
- Equal opportunities to students for their development
- Competitive Spirit
- General Satisfaction about school



**II Parents and Society**

- Quality of teaching and learning
- Satisfaction about School Human Resources
- Desired change in students' behaviour and its achievement
- Quality of educational resources available in school (Teaching Aids, modern technology etc)
- Role of head of the school
- General satisfaction about school
- Becoming a good human being
- Students' academic achievement
- All round development of student (Mental, Physical and spiritual)

**III Teachers**

- Congenial working atmosphere
- Standards of teacher evaluation.
- Professional atmosphere of school
- Educational standard of the school
- Professional help and services available in school
- Mutual co-operation and team spirit
- Attitude of the head of the school and management
- Sense of accountability in teachers
- Foresightedness and readiness to face contemporary challenges
- Mutual relation of staff

**Other points which need our serious attention for quality education are**

- Team spirit among staff, (both teaching and non teaching), an attitude of doing collective work.
- Quality of language teaching, and students' ability to communicate well verbally as well in writing.
- Suitable curriculum; preparing students for immediate and ultimate targets.
- Co-ordination between staff, management and students
- School's readiness for self assessment and improvement as per demand.
- School's readiness for accreditation from external agencies.



**Let us see the qualities of a standard school so as to ascertain our goal, and march towards it.**

- **Child Centred:** To be a successful school, the demand is that all its activities (curricular and co-curricular physical, mental etc) should aim at development of the child.
- **Efforts for total quality management in school.** No aspect howsoever small, should get clear attention. Everyone should strive to achieve standards in his area of influence.
- Clear policy and guide lines for achieving set standard. It should include long term and short term planning.
- Defining unambiguously, all standards, in all aspects, of school.
- Dynamic leadership to guide the process of total quality management in school.
- Wholehearted participation of all persons involved in achieving higher and higher standards.
- Each and every person of school should be aware about his 'duties', 'responsibilities' and 'right'.
- Inspection and observation of staff as per set norms which are communicated to them in the beginning of course.
- High standards are achieved, ultimately for the satisfaction of students, parents and society
- Continuous assessment and improvement become part of school culture.
- Every individual feels that achievement of the higher standard is his personal need.
- Satisfaction of all concerned is sought.
- Investment in developing human resources.
- Efforts are taken for problem free working.
- Complaints are treated as a source of learning and improvement.
- People at the helm of affair not only achieve desired standards but they also set the standards to be followed by others.
- The points cited above could provides us with the bench mark in our journey for quality education

## **2- Different angles and their measures of Assessment of Educational Standard of Institution**

### **I Aims and objectives and Mission Statement:**

First and foremost aspect is having well defined aims and objectives of the school. We can't proceed a step in institutional assessment if there are no set aims and objectives. Clarity in aims is a must for institutional activities. Only framing aims and objectives will not suffice. Management, staff members students, parents and society must be aware of these aims and objectives.

Conceptual clarity of teachers and behavioural changes expected in students should be visualized. This will lead us in providing the required human and material resources. One can easily frame the strategy for achieving the goals and plan for it if they are clear.

### **II Resources**

The second aspect is availability of required human and material resources. It is the responsibility of management to provide the best possible human and material resources, and then only we can expect quality and make the head and his colleague accountable for it.

Human resources include a committed and dedicated head, teaching staff, and non-teaching staff which include clerk, accountant, librarian, laboratory attendant. Material resources required are suitable building, classroom, library, laboratory, computer lab, reading room, playground etc. It is expected that the laboratory must be equipped with all instruments, chemical, models etc.

School should also possess all required teaching aids (Charts, Models, Maps, LCD Projector etc)

There should be sufficient material for physical training and sports of students. Efforts be made to have both indoor and outdoor games.

In the light of these, we can take stock of the situation and can decide about the quality of school.

### III Working environment

The third aspect is the working environment in school. It means dealing and interaction with each other. These are internal as well as external interactions.

Internal interactions are dealing of head with his staff, mutual relation of staff,, treatment given to students by teachers. Learning environment and learning experiences available to students, curricular and co-curricular activities, classroom environment.

Externally the interaction of school with department, social interactions, contribution of school in social activities etc. is covered.

To check all this we have to take cognizance of the opinion about school expressed by departmental authorities, school management and the society. Another parameter in this regard is to ascertain the level of satisfaction of students and parents about head of the school, staff and school environment.

### IV Legal Aspect

We have to check the legal status of the school too. The institute must have legal sanction. It should have governmental approval, affiliation with educational board etc.

### V Problems and their solutions

Such a mechanism is needed whereby there arise no major problem. If there is such, then it should be addressed immediately and solved.

Healthy and congenial atmosphere is maintained at all cost. There should not be negative competition among staff or students. Each member of school must be busy in his work, no way for lethargic attitude and procrastination. Strict discipline is maintained. Person with negative attitude should not find any place in the institution.

### VI Continuous Improvement

As has been rightly said "Road to quality never ends." So the institute's culture should be such that higher standards are set and achieved, containing internal resistance and overcoming external one. The institute's march towards quality be continued uninterruptedly. Positive changes are recognized. School should be aware about the external expectations. It should be ready to adopt positive social changes. School

has to keep pace with "Globalization" and "Privatization". It is must for their survival. All this require a better mechanism of inspection and supervision, Institutional assessment, better planning for success and its timely execution, and continuous development of all concerned individuals.

## VII Wholehearted participation of all

Last but not least, wholehearted participation of all concerned in achieving quality is the pre-requisite of quality management in education. Quality in education does not come by just providing sufficient infrastructure and doing some routine work. It requires job satisfaction of teachers and other staff. For them it should not be just a job but on the contrary a quality. This vigorous satisfaction enhances efficiency, ultimately leading to climb higher standards.

### Means of Assessments:

For objective assessment particularly knowing positive and negative aspects of the institute, it becomes necessary to use scientifically prepared tool. (In forthcoming pages an effort is made)

SWOT analysis: Now a days in management science, SWOT analysis is used very often. The same can be applied to schools. It means knowing the "Strength", "Weakness", "Opportunities" and "Threats". Following chart is helpful in this regard.

Strength of school	Weakness of school
Opportunities for school	Threats for school

This exercise can be done effectively, with active involvement of staff and taking feedback from students, parents and society. Once it is

finalized, the institute can move further and try to face threats successfully, can minimize weakness and fully exploit opportunities:

This analysis will become basis for further steps as follows:

- We can know precisely the strengths, which can be easily used for institutional building.
- We recognise the weakness of school, which need immediate attention, to get rid off.
- We become familiar with the opportunities which can be converted in to strength.
- We anticipate the probable threats, and decide which one of them needs immediate address, so as to avoid probable loss to institute.
- Thus SWOT analysis is of great help in improvement.

**Use of Data:** The data got from self assessment or introspection serves us in:

- Chalking out strategy to march towards goal,
- Drawing short term and long term planning for getting rid of shortcomings, weakness and preparation to face probable threats bravely,
- Ascertaining developing stages of future,
- Planning to retain the strength of institution and developing the same for future betterment.
- By doing periodic introspection we can change or amend the strategies to expedite our journey towards excellence.

It is to be noted that the journey of excellence is un-ending.

Total quality management in Schools has become the problem of the very existence of institution, in this age of cut throat competition. Further globalization and privatization has made it the need of school. It has rather become the problem of survival. It is expected of school management, head of the institution and teachers to immediately start, serious effort in this regard.

In forthcoming pages, an effort is made keeping in mind the current demands and new trends in school education. It is hoped that by adopting it we can successfully start our journey towards excellence.

**Conclusion:**

- ❖ By self-assessment we are on right track in our march towards the goal.
- ❖ This helps us to control our weakness / lacunas
- ❖ This can give an impetus to our strength.
- ❖ Self-assessment is the key to, rather first step for progress.
- ❖ Without self-assessment we can't even think of progress.
- ❖ Self assessment is one of the basis of our Deen.
- ❖ Muslim is responsible before Allah for his life.
- ❖ This age has the concept of KAIZEN i.e. Zero Defect.
- ❖ Today's demand is of "Total Quality Management"

Hence self-assessment is a must for progress and performance, other wise we may stand nowhere.

### 3- Aspects of School Assessment

#### Areas of Intra-School Assessment

Area	Mark
◆ Infra Structure	103
◆ Administration	117
◆ All round Development of Students	220
◆ Supervision and Guidance	52
◆ School and Society	48
◆ Islamic Environment	100
<b>Total</b>	<b>640</b>

#### Scheme of Grading

Grade	% Marks
◆ A+	91-100%
◆ A	81-90%
◆ B+	71-80%
◆ B	61-70%
◆ C+	51-60%
◆ C	41-50%
◆ D	31-40%
◆ E	Below 31%

This form contains two types of information

Part-I	General information	No marking
Part-II	Assessment	Marking

Key for marking:

For Yes / No - Give 1 mark for Yes and 0 mark for No  
And give for A- 5, B- 4, C - 3, D - 2 and E - 1 mark.

In this way we can assess the yearly performance of our institution and know about its progress.



## Part-I

**4- General Information**

- ❖ Name of School:
- ❖ Complete Address with Phone No.: Fax No E-Mail:

- ❖ Date of Establishment:
- ❖ Date of Recognition:
- ❖ Type of School:
- ❖ Society Run or Private:
- ❖ Only for Boys / Only for Girls:
- ❖ Co- Educational:
- ❖ Granted / Non Granted (Aided by Govt. or unaided)

- 1) High School / Primary / Middle  
Gen. High School Technical High School
- 2) Higher Secondary  
Arts Commerce Science Vocational  
A mix of above

Recognition of Secondary/Higher secondary Board of Examination.

- 1) Permanent 2) Temporary 3) 10 years 4) 5 years

Recognition letter No. \_\_\_\_\_ Date \_\_\_\_\_

Index No:-

- 3) Islamic Madarsa :  
a) Maktab b) c) Jamia d) Residential  
e) Residential Jamia

Weather Affiliated to some Famous Mdrsa or not?

If Affiliated give details:.....

- 4) Medium of Instruction:  
Other Languages taught:
- 5) Area:  
Rural Urban Slum Municipal Corporation  
Tribal - Hilly
- 6) Classes taught in school  
Class \_\_\_\_\_ to \_\_\_\_\_

- 7) Timing General shift  
 Full day \_\_\_\_\_ to \_\_\_\_\_  
 Half-day \_\_\_\_\_ to \_\_\_\_\_  
 Double Shift  
 1<sup>st</sup> shift \_\_\_\_\_ to \_\_\_\_\_ Full day \_\_\_\_\_ to \_\_\_\_\_  
 Half day  
 2<sup>nd</sup> Shift \_\_\_\_\_ to \_\_\_\_\_ Full day \_\_\_\_\_ to \_\_\_\_\_  
 Half day
- 8) Whether School Building is used for any other purpose.  
 If yes please specify.

- 9) Date of last school inspection and information about grade.

10) Building

Sr. No.	Building No.	Owned/ Rented / Other	R.C.C./ Other	Area Sq. Meter	Rent/ Tax	Class Rooms/ Hall

## 11) School Library

Library	Books at the Beginning of year	Books purchased in current Year	Book lost in current year	Books at the end of year
Teachers Library				
Students Library				
Total				

- 12) Whether higher secondary classes are attached to your School.
- 13) Whether primary classes are attached to your School.
- 14) Whether school has obtained Minority certificate from competent Authority.
- 15) Minority status Linguistic / Religious  
Order No. \_\_\_\_\_ Date \_\_\_\_\_
- 16) Is Hostel attached to your school, if yes then
- How many students? Boys..... Girls.....
  - Whether students of other school are also given admission, if yes, give their number
  - Whether students of your school live in other hostels?
  - Is Hostel Aided by Govt. agency?

## Part-II

**5- INFRA STRUCTURE****2.1 School Building and Surrounding**

- 1) Total Strength of students :
- 2) Total Class rooms :
- 3) Area of all class rooms :
- 4) Single shift / Double shift :

Write the appropriate response in the block.

**2.1.1 Area available per student in classroom**

- A - 0.65 Sq.Mt.  
 B - 0.55 – 64 Sq.Mt.  
 C - 0.45 – 54 Sq.Mt.  
 D - 0.40 – 0.44 Sq.Mt.  
 E - Less than 0.39 Sq.Mt.

**2.1.2 Class Rooms**

- A- Equal to number of divisions and area available per student more than 0.65 Sq.Mt.  
 B- Equal to number of division but area less then 0.65 Sq.Mt. per student.  
 C- Equal to number of divisions.  
 D- Less then number of division and area. Less than 0:40 Sq.Meter  
 E - Double shift due to lack of classrooms.

**2.1.3 Air available per student in class Room.**

- A- More than 2.00 Cub.Mt.  
 B- 1.76 - 1.99 Cub.Mt.  
 C- 1.60 - 1.75 Cub.Mt.  
 D- 1.50 - 1.61 Cub.Mt,  
 E- Less than - 1.50 Cub. Mt.

**2.1.4 School Building:**☐

- A. School runs in owned one building
- B. More than one buildings and distance between them less than 1 Km. (owned building)
- C. Owed buildings but distance more then 1 Km between the building.
- D. In rented and owned building, distance less than 1 Km.
- E. Wholly in rented buildings and distance more then 1 Km.

**2.1.5 Type of construction.**☐

- A. R.C.C. building
- B. Partially R.C.C.
- C. Constructed in mud and plastered
- D. Chpper
- E. Teen Shed.

1) School building is built according to the needs. Yes/No

☐

2) Compound wall is around school building. Yes/No

☐

3) Repair / maintenance is done yearly. Yes/No

☐

4) Every five year colouring and painting is done. Yes/No

☐

5) At least 2mt. Wide veranda is provided. Yes/No

☐

6) Entrance gate is built. Yes/No

☐

7) Good Ventilation and air circulation in class rooms exist  
Yes/No

☐

8) Electricity is provided in every class room. Yes/No

☐

9) Name of school is displayed on entrance. Yes/No

☐

10) Permanent pole for flag hoisting is provided. Yes/No

☐

11) School office is in separate room. Yes/No

☐

12) H.M. Office is in separate room. Yes/No

☐

13) Library and Reading Room are in separate halls. Yes /No

☐

14) Separate rooms for Geography, Arts, work experience etc.  
Yes/No

☐

## 15) Separate Laboratories of Physics, Chemistry and Biology

exist. Yes/No

☐

## 16) Computer Room exist. Yes/No

☐

## 17) There is storeroom in school Yes/No

☐18) Separate staff room for male/ female Staff is provided.  
Yes/No☐

## 19) Reading room for students is available. Yes/No

☐

## 20) Separate lavatory block for girls exist. Yes/No

☐

## 21) Separate lavatory block for Boys exist. Yes/No

☐

## 22) One latrine per 20 students is provided. Yes/No

☐**23) 2.1.6 School beautification**

## 1) School has garden Yes/No

☐

## 2) Country, State and District maps are displayed. Yes/No

☐

## 3) School walls are decorated with educational charts. Yes/No

☐4) At Suitable Places quotable gem, Ahadith, and Quranic  
Ayah's are displayed. Yes/No☐5) Notice board for students/parents is fixed at appropriate  
place. Yes/No☐

## 6) Roll of Honour is displayed Yes/No

☐

## 7) Loud speaker is available in school. Yes/No

☐

## 8) School has following instruments:

## 1) Thermometer Yes/No

☐

## 2) Weather-cock Yes/No

☐

## 3) Weighing machine Yes/No

☐

## 4) Measuring Tape Yes/No

☐

## 5) Gardening instruments Yes/No

☐

## 9) Nameplate are displayed on the door of each class. Yes/No

☐

## 10) In Class Room black board of 3x2 meter is provided. Yes/No

☐

11) Details of Student Strength, with daily present and absent student

is displayed at prominent place. Yes/No

☐

12) Staff Civil List is displayed. Yes/No

☐

### 2.1.7 School furniture

1) One dual desk for every two-students/Separate table chair.

for each student. Yes/No

☐

2) Table and chair is available for teacher in class room.

Yes/No

☐

3) In Staff Room, Racks / Lockers are available to keep Books

and notebooks. Yes/No

☐

4) Suitable seating arrangement is made in staff room. Yes/No

☐

5) Enough Almirahs are there to keep school records. Yes/No

☐

6) In library sufficient number of Almirahs with glass doors are

available. Yes/No

☐

7) In library newspaper stand, sufficient chairs, tables etc are

available Yes/No

☐

8) In class Room dust bins are available. Yes/No

☐

9) Wall clock in H.M. office and staff room. Yes/No

☐

### 2.1.8 Other facilities

1) Separate toilet block for Male/Female teachers are available.

Yes/No

☐

2) Toilets are cleaned periodically Yes/No

☐

3) For every 100 student 200 liters drinking water is available.

Yes/No

☐

4) School runs Students Co-operative store. Yes/No

☐

5) Separate parking space is provided in school. Yes/No

☐



- 6) Suitable drainage system is provided. Yes/No ☐
- 7) Drill/physical training instruments are available. Yes/No ☐
- 8) Telephone is available. Yes/No ☐
- 9) Following things are provided in school:
- 1) T.V. Yes/No ☐
- 2) Radio Yes/No ☐
- 3) Tape Recorder Yes/No ☐
- 4) V.C.R. Yes/No ☐
- 5) L.C.D / OHP Yes/No ☐
- 6) Slide Projector Yes/No ☐
- 7) At Suitable places Mirrors of (1.5' x 3') are fixed  
Yes/No ☐
- 8) Instruments for Arts /work experience etc  
are available. Yes/No ☐

### 2.1.9 Play Ground

- 1) Play ground is adjacent to school .Yes/No ☐
- 2) Area of ground is 1 acre (minimum).Yes/No ☐
- 3) Ground is levelled. Yes/No ☐
- 4) Trees are planted on the periphery of the ground. Yes/No ☐
- 5) Sports material is proportionate to students strength. Yes/No ☐
- 6) Toilet facility is available on ground . Yes/No ☐
- 7) Separate arrangement has been made for various grounds  
for individual / team events. Yes/No ☐
- 8) Volley ball pole, Kho-Kho pole etc. are permanently fixed.  
Yes/No ☐
- 9) There is separate store room for sports material Yes/No ☐
- 10) Sitting arrangement for viewers on ground Yes/No ☐

**2.1.10 Other**

- |    |   |                          |
|----|---|--------------------------|
| 1) | First Aid kit is available in school. Yes/No    | <input type="checkbox"/> |
| 2) | Teachers are trained in first aid. Yes/No       | <input type="checkbox"/> |
| 3) | Fire extinguisher is available. Yes/No          | <input type="checkbox"/> |
| 4) | Computer with printer is available . Yes/No     | <input type="checkbox"/> |
| 5) | Cyclostyling/Xerox machine is available. Yes/No | <input type="checkbox"/> |

Sub.Total

Remarks

## 6- School Administration

### 2.2.1 Legal Aspect

- 1) School is recognized by Government. Yes/No ☐
- 2) All Divisions are recognized by Government. Yes/No ☐
- 3) Examination Board has given recognition to school. Yes/No ☐
- 4) No litigation against school is pending. Yes/No ☐

### 2.2.2 School Employees

- 1) School Principal/Headmaster is ☐
  - A) Permanent
  - B) Temporary
  - C) In charge
  - D) Post to be filled
  - E) Post in dispute
- 2) In School posts of Asst. Principal/ A.H.M, Supervisor are ☐

filled as per rule

  - A) Permanent
  - B) Temporary
  - C) In charge
  - D) Post to be filled
  - E) Post in dispute
- 3) Teachers strength is as per norms of Government. Yes/No ☐
- 4) Non Teaching staff is as per norms of Government. Yes/No ☐
- 5) Teaching and Non Teaching staff are aware about their duties Yes/No ☐
- 6) Teaching staff is of permanent nature. Yes/No ☐
- 7) Class four employees wear uniform. Yes/No ☐

- 8) Subject wise Teachers are appointed. Yes/No ☐
- 9) Not more then 10% post of teachers are vacant more then a month. Yes/No ☐
- 10) Srvice Books, leave, increment etc. of all employees are maintained timely . Yes/No ☐
- 11) Seniority list is maintained and signatures of all concerned is taken. Yes/No ☐
- 12) Academic council is formed. Yes/No ☐
- Academic council:** a body responsible for all academic matters such as framing syllabus, recommending text books, supervising teaching learning process, examinations, taking interviews of teachers etc.
- 13) School committee is formed. Yes/No ☐
- School committee:** a committee responsible for school administration, such as financial matters, budgeting, reward and punishment to employees, and providing basic necessities etc.
- 14) In school subject committees are formed. Yes/No ☐
- Subject committee:** comprises of teachers of same subject, monitor performance of students in their subject, suggests improvement and executes them, arranges co- curricular activities of there subject.
- 15) For conducting exam, exam committee is formed. Yes/No ☐
- 16) Work distribution for co-curricular actives is done. Yes/No ☐
- 17) Educational and Career Counsellor is appointed. Yes/No ☐
- 18) Teachers are members of respective subject association. Yes/No ☐
- 19) Care is taken to do away Negative remarks in yearly. assessment of teachers. Yes/No ☐
- 20) Some teacher participated in at national level event(s). Yes/No ☐
- 21) Some teacher participated in state level event. Yes/No ☐

22) Some teacher participated in District level event. Yes/No

### 2.2.3 Service condition

- 1) Staff is approved by competent authority. Yes/No ☐
- 2) All teachers are trained. Yes/No ☐
- 3) Before conforming service of employees their medical test and Scrutiny of original certificate is done. Yes/No ☐
- 4) Pay scales of teaching and non-teaching staff are predetermined. Yes/No ☐
- 5) Annual increment in Salary is given to teaching and non teaching staff. Yes/No ☐
- 6) Staff's Salary is paid every month regularly. Yes/No ☐
- 7) Confidential reports of employees are kept up to date and they are informed about it. Yes/No ☐
- 8) Teachers are trained in new syllabus. Yes/No ☐
- 9) Teachers strive for their professional progress. Yes/No ☐
- 10) Teachers participate in action research and other projects. Yes/No ☐
- 11) Employees are served a copy of Service Rules and Regulation at the time of appointment. Yes/No ☐
- 12) Code of Conduct of Teaching and Non-teaching staff is decided and is in practise. Yes/No ☐
- 13) Teachers are provided in-service training opportunities Yes/No ☐
- 14) Teachers are encouraged for acquiring higher qualifications. Yes/No ☐
- 15) Relations of teachers with each other are good. Yes/No ☐

16) Sense of collective responsibility is present in teachers.

Yes/No

☐

17) Teachers teach the subject they studied in Graduation/

B.Ed. Yes/ No

☐

18) Departmental circulars are shown to teacher. Yes/No

19) Measures are taken as per departmental circular. Yes/No

☐

20) G.P.F. slip is given to employees. Yes/No

☐

21) Pension case is not pending. Yes/No

☐

## 2.2.4 Official Record

Following records are prepaid, kept safe and are up to date

1) General Register. Yes/No

☐

2) Dead Stock Register. Yes/No

☐

3) Book Bank Register. Yes/No

☐

4) Science Material Register. Yes/No

☐

5) Library Register. Yes/No

☐

6) Sports Material Register. Yes/No

☐

7) Work Experience Register. Yes/No

☐

8) Arts Material Register. Yes/No

☐

9) Minorities Register. Yes/No

☐

10) Transfer Certificate Issue Office Copy. Yes/No

☐

11) Transfer Certificate from other schools. Yes/No

☐

12) Govt. Resolution and circular file. Yes/No

☐

13) Class wise Attendance Register. Yes/No

☐

14) Last year's answer books. Yes/No

☐

15) Scholarship Register. Yes/No

☐

16) Teachers Muster Roll. Yes/No

☐

17) Other Staff's Muster Roll. Yes/No

☐☐

- |     |   |                          |
|-----|---|--------------------------|
| 18) | Examination Record. Yes/No  |                          |
| 19) | Medical Check up File. Yes/No   | <input type="checkbox"/> |
| 20) | School Budget File. Yes/No  | <input type="checkbox"/> |
| 21) | Bill and Receipt book. Yes/No   | <input type="checkbox"/> |
| 22) | Cash book. Yes/No   | <input type="checkbox"/> |
| 23) | Ledger Book. Yes/No   | <input type="checkbox"/> |
| 24) | Stationary Register. Yes/No   | <input type="checkbox"/> |
| 25) | Pay bill File. Yes/No   | <input type="checkbox"/> |
| 26) | Fee Receipt books. Yes/No   | <input type="checkbox"/> |
| 27) | Loans/(Debts to be paid). Register. Yes/No  | <input type="checkbox"/> |
| 28) | Development Fund Register. Yes/No   | <input type="checkbox"/> |
| 29) | Provident Fund (GPF) Register. Yes/No   | <input type="checkbox"/> |
| 30) | Term Fee Register. Yes/No   | <input type="checkbox"/> |
| 31) | Postal Expenses Register. Yes/No  | <input type="checkbox"/> |
| 32) | School Fee Record. Yes/No   | <input type="checkbox"/> |
| 33) | Fees Concession Record. Yes/No  | <input type="checkbox"/> |
| 34) | Inward Register. Yes/No   | <input type="checkbox"/> |
| 35) | Out ward Register. Yes/No   | <input type="checkbox"/> |
| 36) | Employees Service Books. Yes/No   | <input type="checkbox"/> |
| 37) | Log book (observation of teachers by Principal/H M,<br>copy is given to teachers). Yes/No | <input type="checkbox"/> |
| 38) | Progress Book/card. Yes/No  | <input type="checkbox"/> |
| 39) | Confidential Report File. Yes/No  | <input type="checkbox"/> |
| 40) | Audit Report File. Yes/No.  | <input type="checkbox"/> |
| 41) | Teacher Self Assessment File. Yes/No  | <input type="checkbox"/> |
| 42) | Local post entry Register. Yes/No   | <input type="checkbox"/> |
| 43) | Visitors Book. Yes/No   | <input type="checkbox"/> |
| 44) | Telephone Register. Yes/No  | <input type="checkbox"/> |
|     |   | <input type="checkbox"/> |



- 45) Movement Register. Yes/No ☐
- 46) Check In/Out Register. Yes/No ☐
- 47) Scholarship Disbursement Register. Yes/No ☐
- 48) Employees Movement Registered is. Yes/No ☐
- 49) Cheque book register is. Yes/No ☐

**2.2.5 Accounts**

- 1) Annual School Budget is prepared. Yes/No ☐
- 2) Approval of School Budget is taken from Management.  
Yes/No ☐
- 3) Cash Book is maintained daily. Yes/No ☐
- 4) Ledger Book is written punctually. Yes/No ☐
- 5) At least once in a month Cash Book balance and Actual cash  
balance is checked. Yes/No ☐
- 6) Expenses are made according to budgetary provisions.  
Yes/No ☐
- 7) Norms are adhere to while Purchasing. Yes/No ☐
- 8) School pay in time, rent, telephone bill electricity bill and  
Other Taxes. Yes/No ☐
- 9) Term Fee is used for Students Welfare only. Yes/No ☐
- 10) Remarks of Audit Report is taken care of. Yes/No ☐
- 11) Dead Stock is maintained. Yes/No ☐

Sub Total ☐

**2.3 All Round Development of Students****2.3.1 Planning of syllabi as per aims and objectives of teaching various subjects.** ☐

- A. Keeping in mind aims, objectives, teaching methodology and evaluation teacher prepares annual plans and weekly plans for effective teaching.
- B. Considering aims, objectives, teaching methodology and evaluation monthly planning of complete year is done, and teaching is done accordingly.
- C. Planning is done according to textbook, month wise.
- D. Only lessons in textbook and months available are kept in mind while planning.
- E. Even though planning is done, teaching is done according to lessons of textbook.

**2.3.2 Home work** ☐

- A. According to year plan at least two Home work/assignment of each subject and two compositions in languages are given per month and correction is done, mistakes are pointed out and students corrects them.
- B. According to year plan at least two Home work/assignment are given per subject and correction is done, mistakes are pin pointed and get corrected.
- C. Two Homework, of each subject and two compositions of languages per are given and their correction is done.
- D. Two home work/ two essays are given.
- E. Home work / assignment are given after completions of chapters/lesson.

**2.3.3 Students involvement in learning.**

1. Teacher uses various methods of teaching. Yes/No ☐
2. Thought for the day is written daily. Yes/No ☐
3. General Knowledge is displayed daily. Yes/No ☐
4. Excursions are objective based. Yes/No ☐
5. Brilliant students guide below average students. Yes/No ☐
6. School library has sufficient sets of textbooks of each subject for teachers. Yes/No ☐
7. Teachers hand book are available for each teacher. Yes/No ☐
8. Projects useful for studies are done by students. Yes/No ☐
9. Teaching aids are prepared by involving students. Yes/No ☐
10. Students use the knowledge in new situation. Yes/No ☐
11. Result analysis ☐

Class	Total number of students	Passed	%of Passing	Student Failed	Failure%
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Avg. Result					

Total School Result

☐

- A - 81 -100%  
 B - 61 - 80%  
 C - 51 - 60%  
 D - 35 - 50%  
 E - Below 35%

## 12. Participation in Scholarship exams

a) Primary School Scholarship exam ☐

Strength in 4<sup>th</sup> / 5<sup>th</sup> class..... Students appeared in the  
exam..... Percentage.....

A - 81 -100%

B - 61 - 80%

C - 51 - 60%

D - 40 - 50%

E - Below 40%

b) Upper Primary ☐

Strength in 7<sup>th</sup> / 8<sup>th</sup> class.....Students appeared in the  
exam.....Percentage.....

A - 81 -100%

B - 61 - 80%

C - 51 - 60%

D - 40 - 50%

E - Below 40%

c) High School ☐

Strength in 10<sup>th</sup> class.....Students appeared in  
the exam.....Percentage.....

A - 81 -100%

B - 61 - 80%

C - 51 - 60%

D - 40 - 50%

E - Below 40%

- d) Over all Passing Percentage of Students in Scholarship (8<sup>th</sup> + 9<sup>th</sup> + 10<sup>th</sup>) Percentage.....

- A - 81 - 100%
- B - 61 - 80%
- C - 51 - 60%
- D - 40 - 50%
- E - Below 40%

### 2.3.4 Retention Power of school

a) Strength of students in 1<sup>st</sup> Standard Four years back .....(a)

Present Strength of 4<sup>th</sup> Standard .....(b)

Difference a-b=..... %.....

- A - Below 10 %
- B - 11- 20 %
- C - 21- 50 %
- D - 50- 75 %
- E - More than 76%

b) Strength of students in 5th Standard Three years back.....(a)

Present Strength of 7<sup>th</sup> Standard.....(b)

Difference a-b=..... %.....

- A - Below 10 %
- B - 1- 20 %
- C - 21- 50 %
- D - 50- 75 %
- E - More than 76%

c) Strength of students in 8<sup>th</sup> Standard Tree years back.....(a)

Present Strength of 10<sup>th</sup> Standard.....(b)

Difference a-b=..... %.....

- A - Below 10 %
- B - 11- 20 %
- C - 21- 50 %
- D - 50 – 75 %
- E - More than 76%

### 2.3.5 Computer Education

- 1) Computer Education is provided in School. Yes/No ☐
- 2) Expert Computer Teacher is appointed. Yes/No ☐
- 3) For Practice on Computer, Number of students per computer ☐
  - A. 1 student per computer
  - B. 2 student per computer
  - C. 3 student per computer
  - D. 4 student per computer
  - E. 5student per computer

### 2.3.6. Teaching learning method

1. Teachers know the syllabi of their teaching subjects. Yes/No ☐
2. Teachers use teaching aids for effective teaching in case of shortage/non-existence of teaching aids they demand and make them available. Yes/No ☐
3. For effective teaching teachers use teaching aids whenever necessary. Yes/No ☐
4. Teachers are skilled enough in handling teaching aids. Yes/No ☐
5. Teachers prepare lesson notes regularly. Yes/No ☐
6. Instruments /Apparatus are used in Science teaching. Yes/No ☐
7. Science Practical's are conducted as per Syllabus. Yes/No ☐

8. Students are sent to laboratory for performing science. Practical as per planning. Yes/No ☐
9. Practical Time Table is displayed one week in advance. Yes/No

### 2.3.7 Individual Attention

1. H.M. and teachers prepare plan to give individual attention on every student. Yes/No ☐
2. In case of occasional absence, students are made to complete their studies. Yes/No ☐
3. For below average students extra periods of supervised study (other than regular time table) has been arranged. Yes/No ☐
4. Student's progress card is shown to parents after examination. Yes/No ☐

### 2.3.8 Teachers meet and discussion for Effective Teaching

1. With preset agenda, teachers meet is held every month. Yes/No ☐
2. For effective teaching/learning discussions are held and suggestions are noted down. Yes/No ☐
3. Required teaching/learning material of all subjects are available in school. Yes/No ☐
4. Parent Teacher association is formed in school, regular meetings are held and minutes are noted down and accordingly, implemented. Yes/No ☐
5. For effective teaching, teachers are shown model lessons. Yes/No ☐



**2.3.9 Participation in co-curricular activities.**

1. Students are trained for competitive exams, and they are encouraged for the same. Yes/No ☐
2. Students are informed about various competitions such as G.K., debate, elocution, essay, competition etc and made to participate in them. Yes/No ☐
3. Students are informed about cultural programmes, (apart from school) such as, sports events, Drama festival, etc. Yes/No ☐
4. Teachers take part in essay competition, seminars, symposia, etc. Yes/No ☐
5. H.M. and teachers participate in activities for academic Excellence. Yes/No ☐
6. In Science Exhibition School got Prize at ☐
  - A. International Level
  - B. National Level
  - C. State Level
  - D. District Level
  - E. Local level

**2.3.10 Sports**

Students participate in Taluka, District, State, and National level

Sports competition and get award /prizes in these competition ☐

- A - National level
- B - State level,
- C - District level
- D - Taluka level
- E - Local level

**2.3.11 Participation of students in various programmes**

- 1) Small saving (% of students participating in them) ☐
- |   |   |            |   |      |
|---|---|------------|---|------|
| A | - | 81         | - | 100% |
| B | - | 61         | - | 80%  |
| C | - | 41         | - | 60%  |
| D | - | 21         | - | 40%  |
| E | - | up to 20 % |   |      |
- 2) Students participation in tree plantation/ cleanliness drives (% of students participating in them) ☐
- |   |   |            |   |      |
|---|---|------------|---|------|
| A | - | 81         | - | 100% |
| B | - | 61         | - | 80%  |
| C | - | 41         | - | 60%  |
| D | - | 21         | - | 40%  |
| E | - | up to 20 % |   |      |
- 3) School takes active part in literacy mission. Yes/No ☐
- 4) School has social service group. Yes/No ☐
- 5) Inter school competitions are arranged. Yes/No ☐
- 6) Students help in relief work. Yes/No ☐
- 7) Needy Students are adopted by school to help them. Yes/No ☐
- 8) School premises in kept clean and green. Yes/No ☐
- 9) 'Teachers-day' is celebrated in school. Yes/No ☐
- 10) Student Council is formed in School. Yes/No ☐
- 11) School Council is actively involved in School activities. Yes/No ☐
- 12) Student council represents problems to Authorities. Yes/No ☐
- 13) News, regarding science, geography, literature etc are displayed regularly. Yes/No ☐

**2.3.12. Other teaching learning projects.**

- 1) Teachers and students are benefited by educational programmes of Radio and T V in school. Yes/No ☐
- 2) Educational Audio–Videocassettes are available in school. Yes/No ☐
- 3) Teachers use whenever need arise, film projector, slide projector, O.H.P, L C D etc. Yes/No ☐
- 4) Teachers are trained in handling of electronic appliances. Yes/No ☐
- 5) Students are intimated about educational programmes of Aakashwani / Door Darshan Yes/No ☐

**2.3.13 Vocational Guidance**

- 1) Trained teacher in Educational and vocational guidance is available in school Yes/No ☐
- 2) School has " Educational and Vocational corner". Yes/No ☐
- 3) School Library is rich in career guidance literature. Yes/No ☐
- 4) Visits of Industries and big establishments are arranged. Yes/No ☐
- 5) Vocational day/ vocational conference is held in school. Yes/No ☐
- 6) Details of educational and Vocational Websites are Provided. Yes/No ☐

**2.3.14 General Knowledge.**

- 1) 9 and 10<sup>th</sup> students are taught General Knowledge (G.K.) Yes/No ☐
- 2) For G.K. 45 minutes are kept in timetable. Yes/No ☐

- 3) Teachers are trained in G.K. teaching. Yes/No ☐
- 4) Teacher uses handbook for G.K. Yes/No ☐
- 5) Evaluation of G.K. is done as per rule. Yes/No ☐

### 2.3.15 Health education.

- 1) Health education is imparted in school. Yes/No ☐
- 2) School has N.C.C./Scout Guide troops. Yes/No ☐
- 3) Time table incorporates above subject. Yes/No ☐
- 4) Weekly 120 minuts are spared for parade.(physical activity).  
Yes/No ☐
- 5) All students take part in health education. Yes/No ☐
- 6) Necessary material is available for above subjects. Yes/No ☐
- 7) Trained teacher is available in the above subjects. Yes/No ☐
- 8) Health education in compulsory. Yes/No ☐
- 9) Individual record of each cadet is maintained. Yes/No ☐
- 10) Individual attention is given on personal cleanliness. Yes/No ☐
- 11) Conscious efforts are made to imbibe healthy habits among  
students. Yes/ No ☐

### 2.3.16 Moral Education.

1. 1<sup>st</sup> period in every class is allotted for moral education.  
Yes/No ☐
2. Syllabi is decided for all classes. Yes/No ☐
3. Teaching is done according to set syllabi. Yes/No ☐
4. Handbook of moral education is used. Yes/No ☐
5. Evaluation is done as per norms. Yes/No ☐
6. Conscious efforts are made to incorporate moral values in  
other subjects too. Yes/No ☐

7. Teachers are trained in moral education. Yes/No ☐
8. Staff tries its best to follow moral values in their practical life. Yes/No ☐
9. School environment is conducive for moral education. Yes/No ☐
10. Moral values are practiced in daily school life. Yes/No ☐
11. Efforts are made for emotional development of students. Yes/No ☐
12. Special projects are launched for moral education. Yes/No ☐
13. School participates in "clean and green school competition." Yes/No ☐
14. Dedicated efforts are made for moral up-liftmen of students. Yes/No ☐
15. Effects of value education is seen in daily conduct of students. Yes/No ☐

### 2.3.17 School library

- 1) Books available per student in library ☐
- A 9-10
- B 6-8
- C 4-7
- D 2-3
- E Less than two.

## 2) Books available per teacher in teachers' library

☐

A - 10-15

B - 6-9

C - 5-8

D - 2-4

E - Less than 2.

## 3) Reference Books.

1. Encyclopaedia is available. Yes/No

☐

2. Dictionaries are available. Yes/No

☐

3. Cultural Dictionary is available. Yes/No

☐

4. Basic Science books are available. Yes/No

☐

5. Other reference books are available. Yes/No

☐

6. Book set as per guidance of sec/Higer sec.

Board are available. Yes/No

☐

## 4) Annual enrichment of library ( addition of books)

A up to 15%

B up to 10%

C up to 5%

D up to 2%

E less than 2%

## 2.3.18 Library use.

1) Books issue register is maintained. Yes/No

☐

2) Students borrow books regularly. Yes/No

☐

3) Teachers demand reference books. Yes/No

☐

4) Other staff also demands books. Yes/No

☐

5) New, books are made available in library. Yes/N

☐

- 6) Number of student readers ☐
- A - more than 60%
- B - 50 - 59%
- C - 40 - 49%
- D - 30 - 39%
- E - Less than 30%
- 7) Number of Teacher/ staff readers ☐
- A - more than 75%
- B - 65 - 74%
- C - 55 - 64%
- D - 45 - 54%
- E - Less than 44%
- 8) Journals in library. (Daily / weekly/Monthly, other) ☐
- A - more than 15
- B - 10 - 14
- C - 5 - 9
- D - 2 - 4
- E - Less than 2

### 2.3.19 Other important events

1. Yearly Medical check up of students is done . Yes/No ☐
2. Record of medical checkups is maintained. Yes/No ☐
3. Norms are followed about school terms and holidays. Yes/No ☐
4. Admission norms are strictly followed. Yes/No ☐
5. Efforts are made to improve handwriting of student. Yes/No ☐
6. Special programme is run for spoken English/Regional Language. Yes/No ☐
7. Wall magazine is published. Yes/No ☐
8. Students are encouraged for hobbies. Yes/No ☐

9. Students are encouraged for memorising couplets/Quotes.

☐

Yes/No

10. Students are trained in Internet handling . Yes/No

☐

11. Journalistic Aptitude is nurtured. Yes/No

☐

12. Literary club is established. Yes/No

☐

13. Science Exhibition is arranged regularly. Yes/No

☐

14. Annual Social Gathering is arranged. Yes/No

☐

15. Students Co-operative store is being run. Yes/No

☐

Sub total

☐



## 7- Inspection and Supervision

### 2.4.1 Principal/H.M's lesson observation:

- A. Two lesson per week are observed, noted in log book and effective teaching of teacher is monitored.
- B. Observes lesson takes notes and informs teacher.
- C. Observes lesson and instruction are given in teachers meet.
- D. Only observes lesson no record is maintained.
- E. Lessons are observed occasionally.

### 2.4.2 Ast. Principal / A.H.M./ Supervisor's lesson observation

- A. A.H.M/Supervisor observes lesson of two teachers, gives written.
- B. instruction and helps for effective teaching.
- C. A.H.M/Supervisor observers two lessons, communicates in writing to teachers.
- D. A.H.M/ Supervisor observes lesson and intimates H.M.
- E. A.H.M/ Supervisor occasionally observes lessons and gives written remarks.
- F. Occasional supervision.

### 2.4.3 Inspection of written work

- A. Supervisor checks home work, essays, practical journals, of allotted classes and ensures that teachers take cognisance of remarks.

- B. checks homework, essays, and , practical journals regularly.
- C. Checks homework, essays, and, practical journals occasionally.
- D. Only two of the above are taken care of.
- E. Occasionally written work of students is observed.

#### 2.4.4 Leisure period

- 1) Intelligent use of leisure period is done so that there is no academic loss of students. Yes/No ☐
- 2) In leisure periods books are sent to the class for reading by student. Yes/No ☐
- 3) Subject teachers are sent to engage class. Yes/No ☐
- 4) Intelligent students are asked to engage class. Yes/No ☐
- 5) Class monitor controls the class. Yes/No ☐
- 6) In leisure period students are sent to play ground. Yes/No ☐

#### 2.4.5 Exam

- 1) As per rule unit tests and Terminal exams are conducted. Yes/No ☐
- 2) Flaw less question paper is prepared. Yes/No ☐
- 3) 100% students appear in unit test. Yes/No ☐
- 4) Marks obtained in exam are used for upliftment of students. Yes/No ☐
- 5) Due to self-evaluation students perform better in proceeding exam. Yes/No ☐

- 6) Examination rules are followed strictly. Yes/No ☐
- 7) Exams are conducted as per year plan and result is declared within 15 days. Yes/No ☐
- 8) Teacher makes suitable changes in teaching methodology after every exam. Yes/No ☐
- 9) Guidance is provided for National Talent search exam. Yes/No ☐
- 10) Guidance for drawing examinations is given. Yes/No ☐
- 11) Guidance for admission to Novdyavidyalaya is provided. Yes/No ☐
- 12) Students appear in following exam. Yes/No
- ❖ Hindi. Yes/No ☐
  - ❖ Science Olympiad. Yes/No ☐
  - ❖ Maths Olympiad. Yes/No ☐
  - ❖ G.K. Competitions. Yes/No ☐
- 13) More than one set of question papers are prepared and one of them is selected. Yes/No ☐
- 14) After answer papers assessment their moderation is done. Yes/No ☐
- 15) Question papers are set according to 'blue print'. Yes/No ☐
- 16) Model Answer is provided with question paper. Yes/No ☐
- 17) Subject committee discusses improvements in question paper. Yes/No ☐
- 18) Monitoring of exam department is done by Head Master. Yes/No ☐

- 19) Exam committee works as per set norms of education department/ Education Board. Yes/No ☐
- 20) For promoting students to higher class, rules are taken care of. Yes/No ☐
- 21) Evaluation of following subjects is done in time and Grades are Given.
- ❖ Drawing / Art. Yes/No ☐
  - ❖ Physical Education. Yes/No ☐
  - ❖ Work Experience. Yes/No ☐
  - ❖ Cultural Activities. Yes/No ☐
  - ❖ Other Competition. Yes/No ☐
- 22) Science Practical exam is conducted in Mid Term and Terminal exam. Yes/No ☐
- 23) Work Experience subject is taught effectively. Yes/No ☐
- 24) Internal Assessment is objective based. Yes/No ☐

Sub Total

## 8- School and Society

### 2.5.1

1. Students are involved in social work. Yes/No ☐
2. Help from society is sought for school's needs.  
Yes/No ☐
3. School building is used for social purposes. Yes/No ☐
4. Teachers / students participate in adult literacy  
programme. Yes/No ☐
5. Teachers/students actively participate in  
environmental protection programmes. Yes/No ☐
6. Co-operation of society is sought in arranging sports  
and various competitions. Yes/No ☐
7. In school projects, other schools participation is  
sought. Yes/No ☐
8. School library is open for all members of society.  
Yes/No ☐
9. Experts from society help in teaching certain topics  
etc. Yes/No ☐
10. Various projects such as blood donation, tree  
plantation, cleanliness drives etc. are held in school.  
Yes/No ☐
11. Alumni Association is active and co-operates in  
school development. Yes/No ☐
12. School has become "Progress Centre" of society.  
Yes/No ☐
13. Locally made teaching aids are used. Yes/No ☐

14. Teacher and students spreads adult literacy. Yes/No ☐
15. Teachers participate in different social projects. ☐  
Yes/No
16. Teachers seek following information from new students.
- ❖ Economic condition. Yes/No ☐
  - ❖ Social background. Yes/No ☐
  - ❖ Family background. Yes/No ☐

## 2.5.2

1. School got Ideal Teacher Award at
- ❖ District level. Yes/No ☐
  - ❖ State level. Yes/No ☐
  - ❖ National level. Yes/No ☐
2. Students got Awards at:
- ❖ District level. Yes/No ☐
  - ❖ State level. Yes/No ☐
  - ❖ National level. Yes/No ☐
3. Teacher got name and fame in other than educational activities like, Drama, Art, Poetry etc. Yes/No ☐
4. Teachers participate in following:
- ❖ Adult education. Yes/No ☐
  - ❖ Students adaptation. Yes/No ☐
  - ❖ Health education projects. Yes/No ☐
  - ❖ Small saving. Yes/No ☐
  - ❖ Other projects. Yes/No ☐
5. School is in constant touch with socially active people. Yes/No ☐

- |           |  |                          |
|-----------|--|--------------------------|
| 6.        | Parents meet is arranged in school. Yes/No                           | <input type="checkbox"/> |
| 7.        | 'Parents day' is celebrated in school. Yes/No                        | <input type="checkbox"/> |
| 8.        | People donate in kind (to school). Yes/No                            | <input type="checkbox"/> |
| 9.        | People donate in cash (to school) . Yes/No                           | <input type="checkbox"/> |
| 10.       | Parents participate in school projects. Yes/No                       | <input type="checkbox"/> |
| 11.       | Competitions for other school students are arranged.<br>Yes/No       | <input type="checkbox"/> |
| 12.       | Society encourages students activities. Yes/No                       | <input type="checkbox"/> |
| 13.       | Parents participate in annual day. Yes/No                            | <input type="checkbox"/> |
| 14.       | Teachers participate in various social projects.<br>Yes/No           | <input type="checkbox"/> |
| 15.       | Teacher pays visit to student's house. Yes/No                        | <input type="checkbox"/> |
| 16.       | Teacher meets parents informally. Yes/No                             | <input type="checkbox"/> |
| 17.       | Ground and school surrounding is used for social<br>purpose. Yes/No  | <input type="checkbox"/> |
| 18.       | Poor students get Educational aid from society.<br>Yes/No            | <input type="checkbox"/> |
| 19.       | Educational experts in society give suggestions to<br>school. Yes/No | <input type="checkbox"/> |
| 20.       | Society by and large respects teachers .Yes/No                       | <input type="checkbox"/> |
| 21.       | School is trying to create a "learning society". Yes/No              | <input type="checkbox"/> |
| 22.       | School takes initiative in eradicating social evils.<br>Yes/No       | <input type="checkbox"/> |
| Sub total |  | <input type="checkbox"/> |

## 9- Islamic Environment

- 1) Management intentionally wants to make students a practicing Muslim. Yes/No ☐
- 2) Management has included Islamic aims in its general aims and objectives. Yes/No ☐
- 3) Management is serious about achieving Islamic objectives. Yes/No ☐
- 4) Effort is made for a congenial Islamic Environment. ☐
  - A - Too much
  - B - Much
  - C - Average
  - D - Occasional
  - E - Not serious
- 5) Teaching / Non Teaching staff is aware of Islamic aims and objectives. Yes/No ☐
- 6) An Islamic bent of mind is a condition for appointment. ☐
  - A - Always
  - B - By and large
  - C - Generally
  - D - Occasionally
  - E - Not necessary
- 7) Whether Management has prepared its staff for achieving Islamic aims. Yes/No ☐
- 8) Graded Islamic syllabus implemented. Yes/No ☐



9) Arrangement of periods for Islamic teaching

☐

A - Weekly 5 periods

B - Weekly 3 periods

C - Weekly 2 periods

D - In leisure periods

E - Occasional

10) Students are taught reading of Quran (Nazara)

☐

A - With Tajweed

A - In Time Table with Tajweed

B - without Tajweed.

C - In Leisure Period

D - By a teacher of this taste.

E - Occasionally

11) Arabic language is taught

☐

A - In Time Table with other school subject  
in syllabus

B - without including in regular syllabus

C - In Leisure period

D - Personal efforts of a teacher

E - With the help of a Arabic knowing  
student

12) Students memorize Quran

☐

A - All classes have a set syllabi for this

B - Periods are allotted in time table

C - In Leisure periods

D - Due to personal effort of a teacher

E - with the help of students.

- 13) Students memorize Namaz and other Azkar ☐
- A - Class wise syllabus is prepared.
  - B - Period is allotted in Time table without syllabus
  - C - In leisure period
  - D - Due to personal effort of a teacher
  - E - with the help of some student.
- 14) Arrangement for practical in Islamic teaching (Such as wudhu, Bath, Eid-prayer Janaza etc.) ☐
- A - Class wise syllabus is prepared.
  - B - Period is allotted in Time table Without syllabus
  - C - In leisure period
  - D - By personal effort of a teacher
  - E - Occasionally
- 15) Islamic books in school library ☐
- A - Five books per Student
  - B - Four books per Student
  - C - Three books per Student
  - D - Two books per Student
  - E - One books per Student
- 16) Teachers read Islamic Books. ☐
- A - 80 - 100 %
  - B - 60 - 79 %
  - C - 50 - 59 %
  - D - 41 - 49%
  - E - Below 40%

- 17) Students read Islamic Books ☐
- A - 80 - 100 %
- B - 61 - 79 %
- C - 51 - 0 %
- D - 41 - 50%
- E - Below 40%
- 18) For Islamic environment, "*Ijtemaat*" are organised. ☐
- A - Regular, Weekly
- B - Regular Fortnightly
- C - Regular Monthly
- D - On important occasions
- E - Irregularly
- 19) Co-curricular activities are used for Islamic teaching.  
Yes/No ☐
- 20) Extension lectures on Islamic topics are arranged.  
Yes/No ☐
- 21) Teachers correlates subjects with Islamic spirit.  
Yes/No ☐
- 22) *Islamiyat* is taught ☐
- A - daily
- B - Some periods in a week
- C - in leisure periods
- D - Occasionally
- E - due to personal interest of a teaches

- 23) Exam in Islamic Studies is taken ☐
- A - Regularly with school exam.
- B - A part from school exam, twice a year
- C - A part from school exam, once in year
- D - As per need.
- 24) Successful students are given certificate. Yes/No ☐
- 25) Students are encouraged to participate in other Islamic competitions.(apart from school) ☐
- A - Regularly
- B - As per demand
- C - Never
- 26) Students are encouraged for practising Islamic Knowledge competition. Yes/No ☐
- 27) Whether Quranic Ayat / Hadith are displayed in class rooms. Yes/No ☐
- 29) Good thoughts/ Quotations are told. Yes/No ☐
- 30) Moral supervision of students activities is done. Yes/No ☐
- 31) Students are corrected for immoral behaviour. Yes/No ☐
- 32) Arrangement is made for memorising "Dua's". Yes/No ☐
- 33) Sense of collective life in Islam is aroused among students. Yes/No ☐
- 34) Students are made aware about their duties about God. Yes/No ☐
- 35) Students are made aware about their duties about other fellow beings. Yes/No ☐

36) Understanding of Quran is fostered among students,

Yes/No

37) Students are made aware about Islamic History.

Yes/No

38) Arrangement is made for *Namaz-ba-Jamaat* in school premises Yes/No

Sub Total

Main Total

## School Grade

Sr. No.	Sub Head	Total Marks	% marks obtained	Remark
1	Infra Structure	103		
2	School Administration	117		
3	All Round development of students	220		
4	School inspection and supervision	52		
5	School and Society	48		
6	Islamic environment	100		
Total		640		

Schools Grade

Signature H.M. with School Seal.

Date: